

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.											
Unit Title	Introduction to computer programming				Unit Code	R008	Session	Jan/June/Nov	Year	2 0	
Centre Name							Centre Number				
Candidate Name							Candidate Number				
Criteria							Teacher Comments		Mark	Page No.	
LO1: Be able to devise algorithms to solve problems ¹											
MB1: 1 - 3 marks		MB2: 4 - 6 marks		MB3: 7 - 9 marks							
Carries out a basic analysis of the problem, identifying some outputs, inputs, and processing requirements. Uses limited analysis to select a programming language and partly justifies choice.		Carries out a sound analysis of the problem, identifying most outputs, inputs, and processing requirements. Uses analysis to select an appropriate programming language and gives some justification for the choice.		Carries out a thorough analysis of the problem, accurately identifying the outputs, inputs, and processing requirements. Uses the analysis effectively to select an appropriate programming language and fully justifies the choice.							
[1 2 3]		[4 5 6]		[7 8 9]							

MB1: 1 - 4 marks	MB2: 5 - 8 marks	MB3: 9 - 11 marks	Teacher Comments	Mark	Page No.
<p>Produces an algorithm that partially defines a solution to some elements of the problem.</p> <p>Identifies success criteria which are partially suitable, and demonstrate a basic understanding of the problem.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>Produces an algorithm that defines a workable solution to most elements of the problem.</p> <p>Identifies success criteria, most of which are suitable, and demonstrate a clear understanding of the problem.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>Produces an algorithm that defines a complete and effective solution to the problem.</p> <p>Identifies suitable success criteria which demonstrate a thorough understanding of the problem.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[9 10 11]</p>			
LO2: Be able to develop computer programs					
MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 10 marks			
<p>Uses some constructs, variables and operators to produce a partial solution to the problem with limited functionality.</p> <p style="text-align: right;">[1 2 3 4 5]</p>	<p>Uses a range of constructs, variables and operators to produce a partially working solution to the problem.</p> <p style="text-align: right;">[6 7 8]</p>	<p>Uses a wide range of constructs, variables and operators effectively to produce a working solution to the problem.</p> <p style="text-align: right;">[9 10]</p>			

MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks	Teacher Comments	Mark	Page No.
<p>Provides some annotation of the code using limited terminology to demonstrate a limited understanding of how the constructs, variables and operators have been used.</p> <p>Errors in spelling, punctuation and grammar may detract from the clarity of the evaluation.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>Provides annotation of the code, using some terminology appropriately, to demonstrate a sound understanding of how the constructs, variables and operators have been used.</p> <p>There are occasional errors in spelling, punctuation and grammar that will not affect the overall meaning.</p> <p style="text-align: right;">[5 6 7]</p>	<p>Provides clear and detailed annotation of the code, using terminology appropriately, to demonstrate a thorough understanding of how the constructs, variables and operators have been used.</p> <p>Few, if any, errors in spelling, punctuation and grammar.</p> <p style="text-align: right;">[8 9 10]</p>			
LO3: Be able to test and evaluate computer programs					
MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 10 marks			
<p>Creates a basic test plan which partially tests the functionality of the program.</p> <p>Carries out some testing.</p> <p style="text-align: right;">[1 2 3 4 5]</p>	<p>Creates a sound test plan which tests most of the functionality of the program.</p> <p>Carries out most of the test plan.</p> <p style="text-align: right;">[6 7 8]</p>	<p>Creates a comprehensive test plan which fully tests the functionality of the program.</p> <p>Systematically, carries out the full test plan.</p> <p style="text-align: right;">[9 10]</p>			

MB1: 1 - 5 marks	MB2: 6 - 8 marks	MB3: 9 - 10 marks	Teacher Comments	Mark	Page No.		
<p>Uses the results of testing to produce a basic evaluation of the solution against some of the requirements and the success criteria.</p> <p>There may be limited use of technical terminology.</p> <p style="text-align: right;">[1 2 3 4 5]</p>	<p>Uses the results of testing to produce a sound evaluation of the solution against most of the requirements and the success criteria.</p> <p>For the most part the evaluation is relevant and presented in a structured and coherent format. Uses technical terminology that is sometimes accurate and appropriate.</p> <p style="text-align: right;">[6 7 8]</p>	<p>Uses the results of testing to provide a thorough evaluation of the solution against all of the requirements and the success criteria.</p> <p>The evaluation is relevant, organised and presented in a structured and coherent format with appropriate and accurate use made of technical terminology.</p> <p style="text-align: right;">[9 10]</p>					
Total 60/							
If this is a re-sit, please tick		Session and Year of previous submission	Jan/June/Nov	2	0	Please tick to indicate this work has been standardised internally	

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.